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THE DEVELOPMENT OF A STUDENT TOPIC CHECK LIST

Submitted by

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(B.S. State Teachers College at Salem, 1928)

In partial fulfillment of requirements for
the degree of Master of Education

1945

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CHAPTER I

Introduction

To develop a student topic check list as a means toward building a flexible group guidance program.-- The purpose of this study was to examine the need and advantages of group guidance at the secondary school level and provide an original check list to be administered in the high school. The findings of the check list were to serve as a spring board toward building a vital group guidance program based upon present-day student needs.

Procedure followed.-- Studies were made of books and articles which pointed out the need for guidance. Group guidance and its needs were stressed as an economical means of reaching the largest number of high school pupils in need of guidance. The student topic check list was devised from "free writings", and readings about the needs of high school youth. The check list was administered to 1002 pupils in the Quincy Senior High School and the results and implications and recommendations form the body of this study.

A study was made of the content in group guidance courses and the best chapters were included in a student bibliography. The effectiveness of the study must wait upon an opportunity to evaluate the results of greater emphasis on group guidance work.

CHAPTER II

NECESSITY FOR GUIDANCE IN EDUCATION

Growing Recognition of School's Responsibility

The modern school program.--The modern school program has grown from a recognition of the needs of youth and of the responsibility of the school for helping each pupil to achieve all-round development through the realization of his best possibilities in a democracy. The modern school program which is built around the individual in a rapidly changing and complex environment takes into consideration the revolutionary changes which the last four decades have brought about, not only in the need for vocational guidance, but in educational, recreational, and social areas as well.

Despite the recognition of the need for a pupil-centered school, there is still the challenge offered by the facts that nearly 70 per cent of the boys and girls of high school age enroll in the schools but only about 40 per cent graduate from high school. Large numbers of pupils between the ages of 16 and 18 withdraw from the secondary school for no other reason than their inability to become adjusted to its procedures and purposes. Many of these

youth might be retained longer in school if they could be helped to understand themselves, and if work could be provided which they could profitably do, and through which they could develop such capacities as they may possess.

The responsibility for effecting adjustments is usually placed entirely on the pupil. The fact that individuals vary widely in capacity, maturity, and interests, is not held as greatly significant by many teachers and administrators, who in their zealous endeavors to teach subject matter and carry on routine administration often lose sight of their real responsibility--the pupil who comes to school for guidance and help.

To substantiate the foregoing statements, an excerpt from the study made by Francis T. Spaulding ^{1/}is quoted.

The average New York State high school is now geared to do one kind of job, and only one. It takes the boys and girls who are fed into it from the elementary schools, lets them sort themselves crudely according to their ability to master subject matter, and starts them on a four-year round of drill and memorization. Some pupils rebel against that round, or cannot - keep up with its academic demands. These the school lets go as soon as the law will allow and as soon as they take it into their heads to leave. The rest it prepares for final examination.

The examinations have little to do--directly, at least with the abilities which boys and girls need outside of school. For the most part they consist of tests of the amount of academic subject matter which pupils remember well enough to use in response to written questions. Nor does the school's method of

^{1/} Spaulding, Francis T. High School and Life The Regents' Inquiry, The McGraw-Hill Book Company, Inc., New York, 1938, p. 251-252.

preparing for the examinations have any direct relation to out-of-school matters. The school does not, in fact, know much about the pupils' out-of-school concerns, nor does it look to see what happens to most of its leaving pupils after they have ended their school work.

Withdrawal from school does not end school's responsibility to youth.-- The school that is living up to its responsibilities cannot wash its hands of pupils who have failed to adjust themselves to the school's requirements. The schools have a responsibility to the community which supplies the funds for the school's maintenance as much as does a corporation have responsibility to its shareholders. The schools must justify their existence in turning out a product that will be able to meet the needs of an ever-increasing complex life.

The implication, then, is that guidance is an educational service which is lifelong. Guidance assists the student in making a broad range of choices and decisions that affect his life in many areas, such as vocational, recreational, educational, health, interests, and abilities. Guidance is a process--not an event and is a service for all and not merely the poorly adjusted.

Differences and similarities in youth who must be educated.-- In the over-all description of the youth who must be educated by the American schools, it is obvious that not one individual is overlooked. We are told that there are 11,000,000 youth between the ages of 16 and 21, and that

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

(11)

(12)

no two of these 11,000,000 are exactly alike.^{1/} Fortunately, no attempt has been made to describe all the differences; but for the school's working knowledge, these differences and similarities have been grouped under eight and seven explanations, respectively.

Schools must realize these differences:

1. Differences in intelligence and aptitude will exist, regardless of modifications in the environments of individuals. While certain portions of these differences are inherited, even these cannot be predicted from parentage. These differences require different educational procedures, content, and standards of speed and achievement.

2. Differences in occupational interests and outlooks are both desirable and necessary. They require guidance to match abilities against the requirements of the job, desires against opportunities. They require curriculum adjustments that provide the necessary preparation for thorough workmanship in all occupations...

3. There are differences in availability of educational facilities, differences caused either by location of residence or family economic status....

4. There are differences in the types of communities in which youth reside. Insofar as these differences are educationally significant, they can be met by a guidance program providing information and outlooks which transcend community barriers....

5. There are differences of opportunity resulting from differences in social and economic status often aggravated by differences in race....

6. There are differences in parental attitudes and cultural backgrounds....

^{1/}"Education for ALL American Youth", Educational Policies Commission, Washington, D. C., 1944 (Third Printing), 1945 p. 15-16

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7. There are differences in personal and avocational interests. Within reasonable bounds, these differences may well be encouraged by a broad curriculum with opportunities for some selection of studies.

8. There are, finally, differences in mental health, emotional stability, and physical well-being....

Schools must realize these common traits.--1/

All American youth are citizens now; all (or nearly all) will be qualified voters in the future; all require education for civic responsibility and competence.

All American youth (or nearly all) are members of family groups now and will become members of other family groups in the future; all require an understanding of family relationships.

All American youth are now living in the American culture and all (or nearly all) will continue to do so in the future; all require an understanding of the main elements in that culture.

All American youth need to maintain their mental and physical health now and in the future; all require instruction to develop habits of healthful living, and understanding of conditions which foster health, and knowledge of ways of preventing disease, avoiding injuries, and using medical services.

All American youth have the capacity to think rationally; all need to develop this capacity, and with it, an appreciation of the significance of truth as arrived at by rational process.

All American youth must make decisions and take actions which involve choices of values; all therefore need insight into ethical values. Particularly do they need to grow in understanding the basic tenet of democracy--that the individual is of surpassing worth.

1/ Op. cit., p. 16.

CHAPTER III

UNIQUE PLACE OF GROUP GUIDANCE IN PROGRAM

Group guidance cannot be thought of as an end in itself;--

it is rather, a means to better individual guidance than would otherwise be possible. Whether group guidance is carried on in the homeroom, the regular classroom, the responsibility and major role should be carried on by the counselor who is responsible for the individual guidance of a group.

There are authorities who believe that guidance cannot be given by group methods, yet experience shows that in schools which have a comprehensive guidance program, more guidance activities are handled through the group than with individual guidance. Dunsmoor and Miller ^{1/} submit the following types of arguments in favor of the group approach.

1. It is the only effective means whereby guidance for every student can be assured under present-day school conditions.

2. It facilitates the use of the preventive problem solving approach as a means of guidance, since it provides the guide, be he counselor, teacher-counselor, or teacher, with opportunities for observing the child at regular intervals.

3. It makes for economy of the counselor's or teacher's time and energy, since many types of information

^{1/} Clarence C. Dunsmoor and Leonard M. Miller, Guidance Methods for Teachers, International Textbook Company, Scranton, Pennsylvania, 1942, p. 10-11

of guidance value are needed by all students.

4. It provides an opportunity for students to learn from the group and from each other.

5. It offers the students an opportunity to become acquainted with their counselor or teacher-counselor, and he with them, thus providing a good background for effective individual counseling.

6. It affords a medium for routine administration and scoring of objective tests and interest blanks.

7. It offers one of the best opportunities for securing and recording dependable objective data about the students.

8. It provides for easy consideration and solution of problems involving group opinion, and participation.

9. It furnishes a means of integrating classroom subjects, extra-class activities, and vocational needs.

According to Richard D. Allen and Margaret E. Bennett¹ the purpose of group guidance is described as a service in public educational institutions charged with reaching and affecting all individuals rather than a maladjusted or favored few. Self-determination by the individual must come about through a growing awareness of problems of human adjustment, personality development, and effective living. The development of the individual in the group is an experience in democratic living and is far more valuable than remedial or adjustment service following the appearance of maladjustment. To further ramify the role of group guidance, Richard D. Allen and Margaret E. Bennett write, "A guidance

¹ Richard D. Allen and Margaret E. Bennett, "Guidance in Educational Institutions", page 145, Yearbook XXXVII, Part 1, National Society for the Study of Education, 1938, Public School Publishing Company, Bloomington, Illinois.

service concerned with these fundamental problems cannot be performed adequately in a democratic educational program through individual contacts alone; it demands careful planning and organization of group aspects of the problem."

Therapeutic value of bringing problems into the light.--

Problems, long unsolved, are not conducive to good mental health. Youth in high schools are often facing perplexities which are not brought forth in the high school setting. If, then, there is no opportunity for youth to see his perplexities from other points of view as well as his own, and to add to his own knowledge and insight from the experience of others, the schools have not reached an optimum in preparing youth for life.

Group guidance offers the means for a number of youth who are faced with similar problems to confer with leaders trained and experienced in the area of living, and for the therapy of give and take which is one of the most valuable experiences in a democratic school system. Group guidance, like education, may be handled enmasse, but the impressions are always personal. Each individual's problems have elements peculiar to himself--sometimes so personal and intimate that it is unfair to attempt to solve them in the public eye, therefore, the need for individual guidance is often pointed out to the student which will culminate in his seeking trusted and experienced counsel for self-direction

The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future.

The second part of the paper deals with the question of the role of the individual in the history of the United States. It is shown that the actions of individuals have often been decisive in the course of the nation's development. However, it is also pointed out that the individual is often limited by the social and economic conditions of his time.

The third part of the paper considers the question of the future of the United States. It is suggested that the country should continue to expand its territory and its influence in the world. At the same time, it is urged that the government should take steps to improve the lives of its citizens and to promote the welfare of the whole nation.

In conclusion, it is emphasized that the study of the history of the United States is a task of great importance. It is only by a careful and dispassionate examination of the past that we can hope to gain a true understanding of the present and to chart a course for the future.

in his particular problem.

From the counselor's point of view, one of the most important values of group activities is the continuity of contacts they provide between the counselor and his students over a period of time. Without group activities, the contacts would be limited to scheduled or occasional interviews, and the counselor would be deprived of an opportunity of seeing his students in action in a group. If individual guidance is the only guidance that is recognized,^{1/} it is often remedial--something to be used to repair damage after it has been done; group guidance, on the other hand, offers an opportunity to the student to confront with a line of attack in the form of adequate information, the procedures necessary for the wise solution of the problems when they occur, and a guidance frame of mind which is awareness of the nature of the problems and an interest in their solution.

Determining content of group guidance.-- The ideally planned group guidance program would have guidance in each grade based upon the needs and experiences of the student. Each grade would build upon the group program of the year before. In many schools, the group guidance program is carefully scheduled throughout grades VII, VIII, and IX,

^{1/} Op. Cit., p. 172.

but is cut off without much explanation in grades X, XI, and XII. It is accede d that the junior high school is an exploratory institution, but experience has shown that many high school and even college students have not graduated from the exploratory stage. The Quincy Public Schools have a 101 page course of study for group work in the junior schools 1/ to be taught by group counselors two periods per week in regularly scheduled classes. This outline is in the form of lesson plans which contain topics, pupil activities, notes, reference and illustrative materials.

The content for grade VII is as follows:

- | | |
|---|--------------|
| I. Getting Acquainted with the School | (5 lessons) |
| II. Rules and Regulations | (3 lessons) |
| III. The Junior School Organization | (4 lessons) |
| IV. Satisfactory Citizenship: Necessary for success | (14 lessons) |
| V. Satisfactory Scholarship: Necessary for success | (12 lessons) |
| VI. Satisfactory Participation: Necessary for success | (8 lessons) |
| VII. More Facts about the Quincy Schools | (4 lessons) |
| VIII. Relations with Others | (9 lessons) |
| IX. Using Leisure Wisely | (4 lessons) |
| X. Your Progress for the Year | (2 lessons) |

1/ Outlines for use in the Group Conferences in the Junior Schools, Department of Guidance and Research, Quincy Public Schools, Quincy, Mass., 1940

The first part of the paper discusses the importance of the study. It is a very important study and it is very interesting. The second part of the paper discusses the methodology. The methodology is very good and it is very clear. The third part of the paper discusses the results. The results are very good and they are very clear. The fourth part of the paper discusses the conclusion. The conclusion is very good and it is very clear.

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The content for grade VIII is as follows:

Curriculum Guidance	(6 lessons)
Introduction to Study of Occupations	(3 lessons)
I. Agriculture	(9 lessons)
II. Business	(7 lessons)
III. Homemaking	(5 lessons)
IV. Skilled Trades	(5 lessons)
V. Manufacturing	(7 lessons)
VI. Transportation	(7 lessons)
VII. Communication	(7 lessons)
VIII. Public Service	(4 lessons)
IX. Personal Service	(4 lessons)
X. Professions	(9 lessons)

The content for grade IX is as follows:

I. How to be Successful in Grade Nine	(7 lessons)
II. Discovering Your Abilities and Interests	(4 lessons)
III. Personality	(14 lessons)
IV. A High School Education	(2 lessons)
V. The Tenth Grade Program	(6 lessons)
VI. Discovering Vocational Possibilities through School Subjects	(1 lesson)
VII. Extra-Curricular Activities	(1 lesson)

TABLE I	
Summary of the results of the experiments	
Experiment	Results
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The group guidance program at the senior high school level is a "challenge" at this writing. In a report^{1/} of a committee to consider group guidance in the secondary schools, these recommendations were made:

1. The major part of the time devoted to counseling in the high school grades should be for individual rather than for group work.

2. It is not feasible to work out an elaborate outline for group guidance merely for the sake of having a group guidance program. With limited time to spend, any attempt to carry out such a program would be at the expense of individual work. We are purposely restricting our suggestions to what we hope are the more practical topics.

3. We are considering "group counseling" to mean everything which is not individual counseling.

4. Past experience has found group counseling more effective when carried on in small groups whose interests and problems are similar. This is especially true in Grades XI and XII. Little group counseling for all is being recommended in these grades.

5. We feel that homeroom teachers should do some group work with their homerooms, and that some of them are already doing a good deal; but that definite suggestions should be worked out by the counselors and informational material given to the homeroom teachers for each topic they are expected to cover.

6. It would be very valuable to start a handbook for counselors in cumulative form. Each counselor should have his own copy, and each could aid in the compiling of such a handbook by working out more definite informational material for use in group guidance in the grade with which he is working that year. In this way, much valuable material and time would be saved.

The group work carried on at the present time at the tenth grade level is explained briefly. This group work,

^{1/} "Report of Committee Appointed to Consider Group Guidance in the High Schools", Quincy Public Schools, Quincy, Mass., 1941.

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a single continuous medium.

7. The seventh part is devoted to the case of a system of continuous media.

8. In the eighth part, we consider the case of a single continuous medium.

9. The ninth part is devoted to the case of a system of continuous media.

10. In the tenth part, we consider the case of a single continuous medium.

11. The eleventh part is devoted to the case of a system of continuous media.

12. In the twelfth part, we consider the case of a single continuous medium.

13. The thirteenth part is devoted to the case of a system of continuous media.

14. In the fourteenth part, we consider the case of a single continuous medium.

15. The fifteenth part is devoted to the case of a system of continuous media.

16. In the sixteenth part, we consider the case of a single continuous medium.

17. The seventeenth part is devoted to the case of a system of continuous media.

18. In the eighteenth part, we consider the case of a single continuous medium.

19. The nineteenth part is devoted to the case of a system of continuous media.

20. In the twentieth part, we consider the case of a single continuous medium.

21. The twenty-first part is devoted to the case of a system of continuous media.

22. In the twenty-second part, we consider the case of a single continuous medium.

23. The twenty-third part is devoted to the case of a system of continuous media.

24. In the twenty-fourth part, we consider the case of a single continuous medium.

unless otherwise specified, is carried on in the homeroom by the class counselor.

1. Explanation of the counseling system

Personnel--who your counselor is, and head counselor
Continuation of junior school counseling program,
with necessary differences
Functions of our counseling program
Responsibility of pupils in referring problems
Other school services that aid the counseling
program such as the library, health service,
adjustment service

2. Orientation to the high school through the medium of the handbook

3. Requirements for promotion and graduation

Marking system
Points
Honor roll
Failure warnings
Six-year record card
Importance of high school record (including personal
qualities) as basis for recommendations

4. Education after high school (through assembly program and work with small groups about college requirements)

5. Attendance as a factor in success

School attendance laws (by homeroom teacher)
Make-up for absence required
Afternoon session aid available

6. Methods of study

Factors that aid in getting more value out of study time (General rather than for specific subjects)
For all pupils

1. Inventory of study habits
2. Reading of certain sections from Study Hints for High School Students by Wrenn^{1/}
3. Follow-up by more thorough discussion and further reading from library materials for smaller groups composed of
 - (a) Pupils selected by counselor

^{1/} C. Gilbert Wrenn, Study Hints for High School Students, Stanford University Press, California, 1932.

- because of high ability and low achievement
- (b) Others who may wish to join the group

7. Personality and Etiquette (Assembly program or homeroom teacher as need is felt)
- Personal appearance
- Etiquette--Business, Social, Cafeteria, Games, Dances

8. Program counseling for the coming year

The group work carried on at the eleventh grade level is explained, and, as at the tenth grade level, this work is conducted by the class counselor unless otherwise explained.

1. Explanation of the counseling system

Personnel--who your counselor is, and head counselor

Functions of our counseling program

Responsibility of pupils in referring problems

Other school services that aid the counseling program such as the library, health service, and adjustment service

2. Requirements for promotion and graduation

Marking system

Points

Honor Roll

Failure warnings

Six-year record card

Importance of high school record (including personal qualities) as a basis for recommendations

3. Education after high school

Kinds of higher education

(colleges, special schools)

(warning against those run primarily for private profit)

Methods of entering college

Financial problems

Record of the Quincy schools in preparing pupils
for college

4. Personality and Etiquette (Homeroom teachers as
need is felt)
Personal appearance
Etiquette--Business,
Social, Cafeteria,
Games, Dances
5. Safety education Assembly program or homeroom
teacher during safety week
(Has not been done recently)
6. Program counseling for
the coming year
7. Pre-induction informa- (Assembly program for boys
tion near draft age and literature
which is discussed with
class counselors)

The group work at the twelfth grade level is listed and
unless otherwise explained, is carried on by the class
counselor.

1. Requirements for promotion and graduation
Marking system
Points
Honor roll
Failure warnings
Six-year record card
Importance of high school record (including personal
qualities) as basis for recommendations
2. Education after high school (Work in small groups
based upon similarity
of educational plans)
Kinds of higher education
(colleges, special schools)
(warning against those run
primarily for profit)
Methods of entering college (Work with school
consultants for
specific institutions)
Financial problems
Scholarships
Record of the Quincy schools
in preparing pupils for
college

- | | |
|---|---|
| 3. Leisure-time opportunities in Quincy and Boston for young people after high school | (Library bulletin board and information on library shelves) |
| 4. After school and permanent employment | (Head counselor also placement officer) |
| 5. Pre-induction information | (Assembly and dissemination of information by counselor) |

The Quincy school system has provided a course in "Problems of Vocational Adjustment" at the eleventh grade level for all the pupils except those in the college preparatory curriculum who are required to take this course in grade twelve. The class meets one day a week with one point credit toward graduation. The course in both schools is an excellent one from the point of pupil interest. The chief criticism is directed toward the facts that in the three years of senior high school, there is only one year of such a course which is of vital concern to all high school pupils. In a three-year high school course of 4,095 periods, 39 are devoted to Problems of Vocational Adjustment--less than 1 per cent!

CHAPTER IV

DEVELOPMENT OF STUDENT TOPIC CHECK LIST

Youth's interests and concerns should be used as a springboard toward developing a vital group guidance program.--

If it were possible to lay youth in the sun in the same way that green fruit is allowed to ripen, there would not be the need for a comprehensive guidance program that now exists; however, youth, unlike fruit, cannot be laid aside until ready for use but must needs function and build for the future in their time of greatest indecision and often-times misdirected effort. Their success or failure during adolescence often is far-reaching enough in its aspects to spell the difference between a well-adjusted adult or a spoiled child or paranoic, ready to blame others for his lack of success in vocational, social, and economic development.

The adolescent in the present economic world faces different problems from those of his forebears.--John N. Washburne 1/ describes the period of adolescence as a difficult time when one set of habits must be shifted to another. The adolescent is leaving childhood but has not reached the self-determination and self-support habits that recognized

1/ John N. Washburne "Interpretation of Adolescent Psychology", Teachers College Record, December, 1940. p. 52-59.

adults have. He suffers from his insecure position, plus the general perplexities and emotional upheavals characterized by these years. Other characteristics of adolescence are a strong feeling for justice, a wonderment about origin, destiny, death. There is an increased desire for social relationships, material success, adventure, play thrills, and personal success. It is essential that the adolescent conform in speech, clothes, manners, with those of his own age. In spite of this strong feeling for conformity, the adolescent wants to be accepted as an individual, different, yet a member of some group of his own generation.

This period is one of active interest in regard to the physique, and much time is spent in studying it and in trial and error efforts to beautify and correct its deficiencies. As he nears maturity, he has an urge to find himself. He is somewhat unrealistic but ardent in his views of the future and is impatient to reach adulthood. His conception of adulthood as so often expressed to his parents in the terms of "I can take care of myself" does not encompass the adult's ability to sustain himself physically and mentally, wait on himself or pay for the services of others, arrive at his own opinions and conclusions in handling life's difficulties, and in meeting disappointments without self-pity.

Leta S. Hollingworth^{1/} describes the adolescent in terms of the world he lives in. He is mature, biologically speaking,
^{1/} Leta S. Hollingworth, "The Psychology of the Adolescent", D. Appleton Company, New York, 1928, p. 59-106

but in our present society, the economic needs are ever increasing in perplexity so the boys and girls must be older and older before they can meet the standards set for adult competencies. Parents, of necessity, feel the urge to suppress the biological urge in their children until they feel the children can assume full economic control of their destinies. However, the suppression is brought about by labeling the urges of sex as "bad".

A defensible guidance program.-- If this be an accurate picture of adolescence, youth at this time needs the type of guidance which embraces all types of assistance to the individual in making good adjustment, wise decisions, and intelligent plans in the areas of education, vocational, social, and personal problems. Whatever guidance service will encompass the whole field of youth's concerns is defensible.

Meeting the "challenge" in formulating a flexible group guidance program.--The word "challenge" as it is used here is taken from the "Counselor's handbook" ^{1/} in describing the group guidance practices in the Quincy secondary schools. The group guidance work has been merely informational and the personal element has been reserved for the individual work. However, conscientious and zealous a counselor may be, it is safe to assume that individual work for every

1/ "Counselor's handbook", Quincy Public Schools, Department of Guidance and Research., 1942.

student cannot be scheduled often when the counseling load comprises 280 pupils! It is the object of this study to prove that there does exist a need for assistance in matters of concern to pupils.

Sources of the student topic check list.--The student topic check list for the purpose of creating a flexible group guidance program at the secondary school level was derived from the following sources:

1. "Free writing" of students on their problems
2. "Problem Check List" Ross L. Mooney
3. "Suggested Content for the Group Guidance Program"
J. Wendell Yeo 1/
4. Extensive readings based upon adolescence and readings based upon group work in schools, in camp, and in the community.

Except for the "Suggested Content for the Group Guidance Program", which is in topic form, the other sources were translated into topics. Three hundred and fifty topics were listed and then these topics were classified under the areas that were employed in the "Suggested Content for the Group Guidance Program". The terminology used in classifying the topics into areas has no special brief held for it, however, it was adequate for distributing the topics into the common problem fields that are recognized by guidance-minded workers.

1/ J. Wendell Yeo, "Suggested Content for the Group Guidance Program", Education, October, 1944.

Explanation of the terminology employed in classifying
the topics in the student topic check list.--1/

1. Physical Appearance, Health, and Safety (PA HS)

a Here are included not only youth's concern about conditions affecting his health and physical appearance, but also his attitude toward real or imagined problems about which he has inadequate information to understand properly.

2. Family Relationships (FR)

Growing up in the home presents youth with some of his most difficult problems. The manner in which problems are worked out in this area will determine greatly how the individual will effect adjustments in other areas of living.

3. Vocational Planning and Adjustments (VPA)

The common problems of youth in choosing, preparing for, entering upon, and making progress in vocational life introduces multitudinous considerations for young people which constitute the material for this area in the guidance program.

4. Educational Planning and Adjustments (EPA)

The individual's first full-time job is to make good in his school work. This task includes making new adjustments, decisions, and plans at various levels of accomplishment. So important is the task that failure in these activities may contribute to maladjustment in other areas.

5. Utilizing Free Time (UFT)

The problem of choice arises as a significant one in the opportunity which is presented to youth to decide how he will utilize that time when he does not have to do anything else. Failure to realize the importance of these choices or lack of information concerning possibilities create many problems for young people.

6. Social Adjustment (SA)

No set problems give youth as great concern as do those in the area of his relationships with other people and especially, for adolescents, with members of the opposite sex. Yet, learning how to get along with others is a requisite to successful living. Youth's expression of fundamental social drives raises problems which are common and often complex.

7. Personal Values (PV)

Youth's efforts to choose courses of action requiring a keen discernment of substantial values and his constant although not always conscious search for a faith to live by are especially critical endeavors. The success or failure attending these efforts make or mar character.

8. Finances (F)

In war or peace youth's striving for independence has made his financial concerns of great importance. The acquisition, use, and abuse of money introduce many common problems of youth.

9. Personal-Psychological Relations (P-PR)

Many of youth's most disturbing problems arise out of his attitude toward himself, his control of his emotions, and his reactions to conflict situations. In this area youth unaided is least likely to understand himself or the nature of his difficulty.

The three hundred and fifty topics were weighed and sixteen of the best in each area were adopted for the student topic check list. These sixteen topics in each area were divided still further to four to a page. Each page of the check list containing thirty-six topics--four under each area. 1/ The four pages of topics were cut in

1/ See Student Topic Check List in Table

graduated widths in order that a summary sheet could be used, which sheet, would be passed in with a complete "counts" in the nine areas for the 144 topics together with the Age, Sex, Grade, Course, and in some instances, comments or additional topics.

The four topic sheets, together with an instruction sheet, were stapled together so that they might be reused.

Administration of the Student Topic Check List.-- The direction sheet and copies of the check list were put in the hands of homeroom teachers and a ten-minute meeting was held at the close of school to explain the purpose of the instrument. At this meeting it was stressed that the check list be filled in during the homeroom period and not during the rest of the school day or at home. It was suggested that the administrators be familiar with the topic areas and explain to the pupils that the results would be used in shaping a program which would contain the type of guidance they asked for.

The next day the homeroom teachers met again and were in accord that the instructions should be read together and that the first page topics should be matched against the first column before the class should begin.

The administrators were requested to give their reactions to the following questions.

1. Do the pupils seem able to follow the physical set-up of the check list?



2. Does the homeroom period afford enough time to administer the instrument? (thirty minutes)
3. Was there an attitude of seriousness and cooperation on the part of the pupils?
4. What changes would you recommend, or what suggestions can you suggest.

The instrument was then presented in three homerooms and those three teachers were asked for their reactions. The time varied from 18 minutes with a report of ample time to another group who said they needed more than the half hour. The summary sheets were examined. Sixteen out of a possible 97 students had not filled in the personal data requested on the summary sheet, therefore, notice was sent to the rooms that were scheduled for the next day to stress this and fill it in together before the check began. These three teachers reported that the pupils had enjoyed checking the list. One teacher reported that she had to explain the meaning of "hypersensitive" three times to three different pupils.

Three hundred sets of instruction sheets together with the four pages of topics were assembled and given out to ten homerooms. These sets were collected at the end and returned to the counselors' office where they were redistributed to the next ten rooms. The summary sheets from each room were also left in the counselors' office with the homeroom number written on foolscap paper. (One reason that might be advanced for the cordial reception of the instrument was the fact that the homeroom teachers were not asked to make any type of report. This proved to be a strategic bit of salesmanship!)

Verbatim Report of "Free Writings" of 104 secondary school pupils on their problems;-- This experiment was conducted before the student topic check list was completed in three homerooms, senior, junior, and sophomore, respectively in order to gain insight into what students consider problems. No attempt has been made to re-word these statements. A half sheet of composition paper was put in the hands of each pupil with the oral instructions "please write one or more of the problems which concern you. Do not write your names, merely fold the paper and return it tomorrow. You need not write anything if you feel you do not have any problems, but please return the paper anyway."

The response was better than had been anticipated; only fifteen papers were returned without any problems!

The student problems are listed as follows:

Being nervous when reciting in class

Undecided about which business school to attend

Deciding what kind of work I want to do

My older sister corrects me constantly.

I am afraid I shall be inferior when I apply for a a job which other girls will apply for too.

What to do for a living when I graduate from the
* Technical Course

My problem is my foreign accent

Which business college is the best, All the catalogs make each one look like the best.

*Technical Course--general course for boys in the Quincy High Schools

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained. The second part of the paper discusses the implications of the study and the conclusions drawn from the research. It also provides a summary of the findings and a list of references.

The study was conducted in a laboratory setting and involved the use of a series of tests to measure the performance of the system. The results of the tests were compared to the theoretical predictions and the conclusions drawn from the research. The study found that the system performed well under the conditions tested and that the theoretical predictions were generally accurate.

The implications of the study are that the system can be used in a variety of applications and that the results of the research can be used to improve the design of the system. The conclusions drawn from the research are that the system is a viable option for the application and that the results of the research can be used to improve the design of the system.

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My teeth are bad but my family will not let me go to the dentist. They want me to work and pay my own bill but I am afraid I might not get a job on account of them.

Why is it that the only kids in high school who seem to fit good are from Wollaston.

The girl who shares my locker is very messy and never has her key and she leaves it unlocked. Shouldn't every girl have her own locker?

Some teachers are very unreasonable. Our shorthand teacher makes us do our homework with ink even though there isn't any ink in school. It makes it hard if you work each day and then have to do that homework at home simply because you didn't have ink.

Kids call me on the phone for my homework in bookkeeping and I don't like to be a poor sport but I am afraid I will be caught and have my set marked zero like another girl I know.

The teachers here seem quite old and they are not friendly to us the way they were in junior high.

Every time I go on a diet my mother will cook everything with lots of fat because she says I will lose my strength while I am still a growing girl. How can I make her understand what we learn in Foods?

We never get back tests in English so we don't know how we stand until we get marked and then some of us get good marks but lots get bad and I don't think the teacher bothers to correct them.

Should a high school girl of 18 be allowed to become engaged even if she knows she can't marry for several years.

What chance will fellows our age have in getting jobs when the soldiers get back?

I let my counselor talk me into taking the technical course last year and I can't get along with the boys who are in it. I know I learn very slowly but I would rather take my chances with the college course. Will I be allowed to change back?

I want to get into service before the war is over because I want to get the GI rights.

Each night I spend a long time on Geometry but I can't get it through my head and when Miss _____yells at the class I forget everything.

It is impossible for me to work after school because of my heart. My parents given me money for carfare and nothing else.

How can I convince my folks that store work is all right for after school. They want me to work in an office but I don't know any office where they use girls only in the afternoon.

I am going with a fellow of another religion and my mother disapproves even when I tell her it isn't serious.

I get a quarter a week from my mother and I have to do most of the housework and care for the younger children which I don't mind but I can never stop for a soda or do the things that the other girls do.

I want to enlist in the Navy but my parents won't let me leave school.

Because I had low grades I was advised to take Practical Arts but I do not feel I am trained for any kind of a job.

I can't leave the house after dark without my father driving me wherever I wish to go.

Lately I can't settle down to my school work and my grades are way down but I just don't do anything about it.

My father wants me to quit school when I am sixteen and take a job. I am the oldest and he feels its up to me to help.

I am overweight and I try to go without lunch but when I get home I can't seem to stay away from food.

Should a girl 16 be able to get mail without her family reading it and teasing?

Miss _____ never corrects and gives us back our tests and she does most of the talking and yet she fails some of us. I just don't get it.

My parents won't let me quit school and enlist. I am afraid if I am drafted I will be stuck in the Army.

Some groups in the school run everything and other people are left out.

My height troubles me because I look as if I was too young to work although I am 17.

Why is it that all the teachers seem to pile on the work at the same time and other times forget to give homework?

I turn in twelve dollars each week and my mother gives me only twenty-five cents a day and enough for my car ticket.

What jobs can girls who take the Practical Arts Course do without further training?

Is Stenotypy easy to learn? I took a college course but I am not going into college so want a way to earn my living in an office.

Will people who take the Civil Service Test in April have to take any job that is offered. Is it true that these people will be frozen in their jobs?

Why can't people who go to work right after school get off before 2:30 so that they could get something to eat. I have first lunch so I am starved by the time I get home at 6:30.

Has anybody ever tried dancing at recess time. At the dances so many boys are unable to dance that maybe some of them would learn in school.

We have been ordered to move because our house was sold and we can't find a place in Quincy because of the younger children. If we moved to Weymouth or Braintree would my sister and I be permitted to finish our schooling here?

The only thing I care to do is music and I can't see where science and math will help me. I don't mind languages but it seems unreasonable to struggle and worry with mathematics.

How can I know which cooking schools will take girls who have not taken the college course. I want to teach cooking. Besides taking Foods here in school I work in a plant canteen.

How often should a girl have a date during week days?

How can I finance a year in business college?

My parents can afford to send me to business school, but I am afraid jobs may be scarce after next year when the war will surely be over.

My parents object to my smoking because they feel my growth might be stunted. Is this true?

I am in the Stenographic Course but my worst grades are in shorthand and typewriting.

Should parents ask you where you are every single minute? We have fights because I don't feel that I need to account for myself every minute.

My homework takes all my time so I can't join clubs and still I don't make the honor roll.

I want to be a Cadet Nurse but I have taken a business course for two years now.

An elderly lady lives with us and she doesn't approve of dancing or any of the things we children like to do.

My parents think 17 is too young for a girl to date. They don't actually stop me from going out, but I always feel like a heel when I do.

I am forbidden to work after school, yet we need the money and I know I could use the experience.

I am convinced I took the wrong course but what can a junior do about it without losing a year?

I want to leave school because I am failing United States History again. This is the third year I have taken it and still I can't get it through my head.

My older sister bosses us all around the house and thinks she is important because my mother doesn't know much English.

My friend and I want to marry. He is 23 but my guardian thinks I ought to pay back what has been spent on me.

I find it difficult to mix with people.

My trouble is a jealous boy friend who won't let me have girl friends, let alone other boy friends.

I have to wear made over clothes and they never look right.

My absences from school worry me because I never get my work caught up. I can't work by myself in such subjects as math and Latin because I do not understand them.

I am disappointed in my course. The shop work for two years is no different from what it was in the junior high and the other subjects in the course I can't see any sense in studying.

Since my mother died I keep house and take care of my brothers. My father says I will not be able to work next year because he doesn't want to pay a housekeeper. He won't pay me and I have to ask him for every nickel I need.

Should I have to wash the car if the only time I get to use it is to drive my mother to the store and to church?

I worry about Algebra. When the class gets noisy Miss _____ stops teaching and gives everybody zero.

How can a girl be popular in the right way if she cannot take anyone home with her.

Should a girl have to work in her father's store every day and Sunday?

Is it true that Jewish girls are not hired by insurance companies?

I would like to enter college this summer and try to get some of my education before I am inducted but my parents think I ought to stay home and rest.

School for me is a waste of time because I want to be a beautician.

The lady who boards me for the state is always criticizing me in front of other people and the pay off was when she came up to school and told teachers I was lazy.

Would boys be more attractive to me if I wasn't so athletic? Generally I can have a swell time with girls but I would like to take a boy to the prom. Also could I learn to dance quick?

Six papers were returned with statements to the effect that their problems were of such a personal nature, they did not feel they could put them into words.

Two papers were returned with statements suggesting that teachers should teach school and not pry into pupil's private life! Fourteen papers were not returned at all. Seven people had two problems, all the rest had one problem.

*Analysis of "Free Writing" into Nine Problem Areas. It was possible to interpret the 74 problems into the nine areas with some of the problems falling into more than one category.

1. Use of Leisure Time had 5 problems or 4 per cent.
2. Social Adjustment had 12 problems or 10 per cent.
3. Educational Planning and Adjustment had 23 problems or 20 per cent.
4. Vocational Planning and Adjustment had 17 problems or 15 per cent.
5. Finance had 9 problems or 8 per cent.
6. Physical Appearance, Health and Safety had 7 problems or 6 per cent.
7. Family Relationships had 23 problems or 20 per cent.
8. Personal-Psychological Relations had 11 problems or 11 per cent.
9. Personal Values had 7 problems or 6 per cent.

*Analysis of "Free Writing" further illustrated in Table

Table 1



Table based on 74 problems in nine areas.

CHAPTER V

Conclusions Drawn from the Administration of the Instrument

Significance of the instrument as an indirect approach
to group guidance based upon students' needs.--The analysis
of 1002 summary sheets revealed these facts:

1. 401 boys had "personal concern" topics numbering 4771 (a little more than 10 per person!)
2. 601 girls had "personal concern" topics numbering 8233 (about 13 per person!)

These figures alone would seem to refute the recommendations ^{1/} submitted in regard to the group guidance work at the secondary school level "It is not feasible to work out an elaborate outline for group guidance merely for the sake of having a group guidance program. With limited time to spend, any attempt to carry out such a program would be at the expense of individual counseling." An attempt has been made to group together the responses of the pupils according to grade and sex in each of the nine areas to each of the 144 topics. ^{2/} It is hoped that a study of this table and the table ^{3/} which highlights the "personal concern" topics will ramify the contention that the development of a group guidance program based upon student needs is a must. However, a study of the

^{1/} "Report of Committee Appointed to Consider Group Guidance in the High Schools", Quincy Public Schools, 1941

^{2/} Tables 3-11

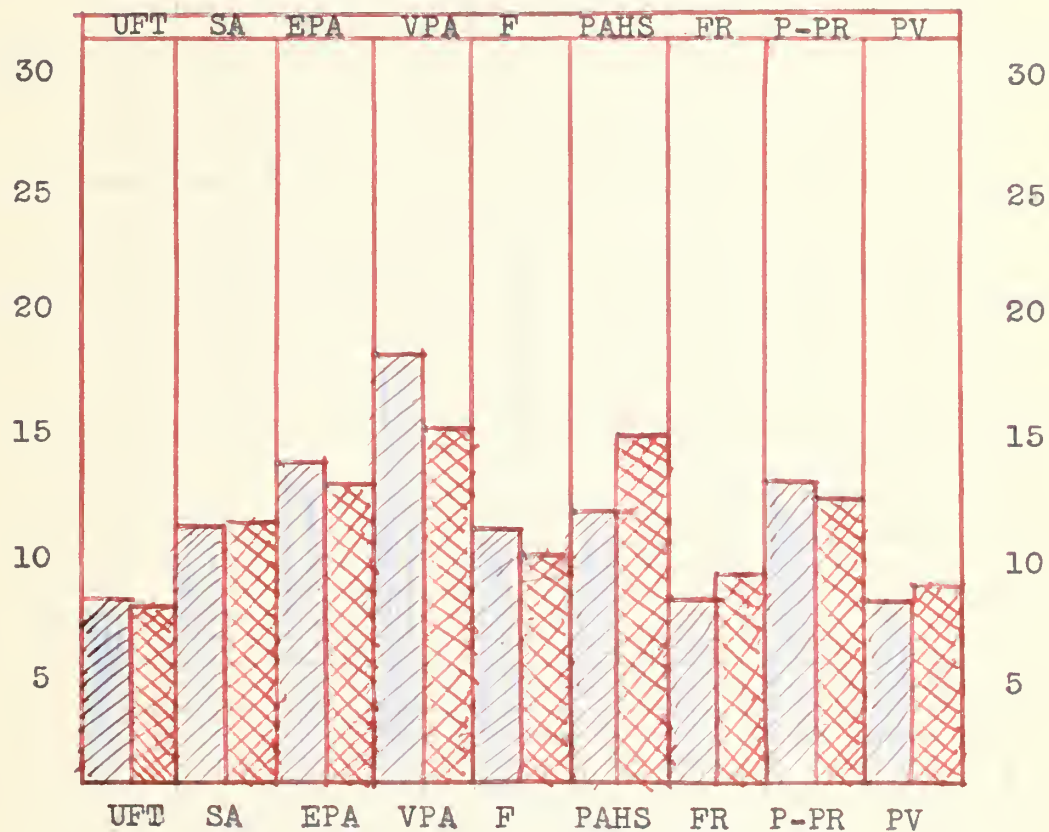
^{3/} Table 12

A COMPARATIVE DISTRIBUTION OF "PERSONAL CONCERN" TOPICS

Based Upon Total "Personal Concern" Topics
Circle Checked in Student Topic Check List

Areas

Per cent



Legend

Boys (4771) "Personal Concern" topics

Girls(8233) " " "

Boys

Girls

afore-mentioned tables also point out topics and areas where the interest and concern are negligible. This negligible amount of checking seemed to indicate a lack of understanding of the wording of such topics as "The Art of Playing Second Fiddle", "Putting First Things First", and "Meaning of Hero-Worship". Another theory which may be vouchsafed about those topics which received low degrees of interest and concern point to an inarticulateness in writing. Those who work with the adolescent know that what is said and what is done by these people is not at all in keeping with what they are feeling. Rudeness, loudness, and other unsocial actions often disguise the real feeling which is insecurity. After considering the plausibility of these previous deductions, the topics of low interest or concern should be evaluated in such a way that they may not find their way into the group guidance program as topics which do not challenge the student and therefore make no contribution to the flexible group guidance program. The purpose of the instrument is to place the responsibility for a vital group guidance program where it belongs--in the students' hands.

The instrument not only revealed the interests, concerns, or lack of them in certain areas but it served to complete a picture of the secondary school pupil in his 1945 setting. Our present prosperity was poignantly revealed in the absence of concern over money matters. The low concern of girls to such topics as "What About Drugstore Prescriptions for Beauty?" bears out a description of the present day standards for naturalness.

One 1945 exponent of the times said "we are carefully careless". It is indeed vital that white socks be worn and these not to be turned down at the cuff. Sweaters must be large, rolled up at the sleeves and must never be tucked inside of skirts! This may seem like a digression from the findings of the check list but it brings to mind forcefully the importance to the adolescent of being a member, different, but conforming to the group to which he belongs.

The topics that were chosen as of personal concern were tangible; there were relatively few concerns about those topics which were at all philosophic or which depended upon long-range planning, with the exception of careers. The high counts in the vocational planning and adjustment area pointed up an unmet need in the dissemination of vocational information. The consensus among the guidance workers in Quincy is that one period per week for one year is insufficient to impart the wealth of pertinent materials in this important field. The high number of responses from both sexes in "The Importance of Interests in Job Planning" and "How to Learn about One's Abilities" points to the employment of a testing program as a springboard to those important considerations of interest, aptitude, and attitude.

The large numbers of responses to such topics as "How May I Know What is Right and Wrong", "Value of a Good Reputation", "Getting Along with One's Family", "Traits That Make Us Liked", would refute the beliefs that adults harbor about the younger generation. These responses are not in keeping

with the sophisticated demeanor so often revealed to the observer.

The summary sheet provided space for suggested additional topics or comments. While very few additional topics and comments were made, it seems important to record those that were made because they pointed out fields which had not been covered in the list, misunderstandings in the interpretation of certain topics that covered those fields which were suggested as additional topics, and an opportunity to "speak one's mind"--an important Democratic prerogative.

1. Fourteen summary sheets suggested "Sports"
2. Sports and What They Can Do For You (2)
3. Clean Living Through Sports (2)
4. What position to take now that would still be valuable after the War.
5. Entrance into Service without a Diploma
6. Lasting World Peace
7. Military Training after the War (4)
8. "The five Youth Canteens in the city are Rotten."
9. Postwar Opportunities in New Fields for Women
10. "I'd like to know more about what to expect of the boys coming home from the war."
11. "Why can't college preparatory students take subjects in other courses like typewriting?"
12. "How do I compare with other girls who have the same vocation in mind? Do I have a chance with them to achieve my goal? Do I have good abilities for the job?"
13. "Its a good list, but why not more about recreations?"

14. "Suggest students manage more school activities."
15. "How to Develop a Good Personality" (4)
16. "Should a girl go to college if it will be hard for her family?"
17. Should High Schoolers Go Steady? (6)
18. List is a waste of time (10)

There were 53 comments in all--less than six per cent. might point to indifference on the part of the pupil to record his feelings or it might indicate that the topics covered every problem area for the individual.

While the instrument seemed to focus attention on those topics which were most timely, the group guidance program should skillfully bring into view the consideration of long-range planning. The manifested interest in vocational, educational, social, and recreational fields might well serve to point out that even if the war were to last five more years, this period would represent only one-tenth of the vocational life a youth might expect. This might serve as an antidote to the fatalism now expressed by so many high school students--that it is useless to consider an uncertain future in terms of a certain present.

Interpretation of specific areas.-- The plan for interpreting the nine areas is made by an analysis of responses to each topic by boys and girls in their respective grades in school. Each area is illustrated by a table. An over-all comparison table^{1/} of responses in all areas immediately follows:

1/ Table 2

Table 3

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	USE OF FREE TIME (UFT)	Boys (401)				Girls (601)			
		Grades							
		X	XI	XII	Total	X	XI	XII	Total
1.	Learning About the Community's Program for Recreation	199	102	107	401	200	199	202	601
2.	Recreation or Wreck-Creation--Which?	8	5	2	15	18	31	29	78
3.	Things to Do for the Fun of It	1	18	2	21	9	9	15	33
4.	Putting First Things First	18	20	10	48	21	24	34	79
37.	How Shall We Choose Movies?	10	8	5	23	24	12	19	55
38.	Making the Most of the Radio	3	6	5	14	13	12	7	32
39.	How Good Are My Reading Interests?	7	11	14	32	10	29	25	62
40.	Youth Serves the Community	6	5	6	17	8	23	17	48
73.	How to Build New Interests	13	7	6	26	6	16	16	38
74.	Pros and Cons of Working After School and Summers	20	13	13	46	22	19	10	51
75.	Learning to Share Another Person's Interests	7	4	4	15	13	3	4	20
76.	How to Find Time for All of One's Activities	11	10	6	27	7	18	12	37
77.	How to Start a Hobby	14	12	12	38	10	6	8	24
110.	What to Do in Free Time	7	6	4	17	7	5	10	22
111.	Learning How to Relax	1	7	5	13	2	3	9	14
112.	Finding Time for One's Family	4	2	6	12	7	16	11	34
Total Topics of "Personal Concern"		130	134	102	366	177	226	224	627
Per cent		7%	13%	19%		9%	11%	11%	

(Percentage figured on numbers of pupils in each grade)

Use of Free Time (UFT) 1/ This area is one of least "concern" in grades X through XII for boys and girls respectively with the exception of boys in the senior class who gave it eighth place out of a possible nine. In all probability, this area is not of current "concern" because boys and girls of this age level are employed afternoons and Saturdays and have their leisure time absorbed. The "Free Writings" 2/ table also shows a small percentage of problems in this area. To an uncritical group, it would seem that leisure time pursuits were satisfactory and that schools and communities were meeting this important area satisfactorily; however, the facts about youth's use of leisure time make it of vital concern. The free time activities indulged in in this time of prosperity are those which require the expenditure of money. As long as that money is forthcoming through the avenues of parental gifts or part time work, there is no apparent problem. When the present demand for young workers is eased, this area will undoubtedly show a very different count.

The "concern" about such topics as "Learning to Relax", "Putting First Things First", "Finding Time for One's Family", and "How to Build New Interests" revealed a lack of introspective thinking. The leit motif in this area as well as in the other eight areas is a decided interest in those topics of the immediate present. This area should be re-examined when the War is won.

1/ Table 3
2/ Table 1

Table 4

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	SOCIAL ADJUSTMENT (SA)	Boys (401)				Girls (601)			
		X	XI	XII	Total	X	XI	XII	Total
		199	102	107	401	200	199	202	601
5.	Characteristics of the Lady and the Gentleman	5	19	9	33	24	28	25	77
6.	Problems in Etiquette for Youth	4	8	7	19	27	41	19	87
7.	The Art of Playing "Second Fiddle"			2	2	3	4	9	16
8.	Developing Ability to Like People	46	48	22	116	18	16	27	61
41.	Qualities of Real Leaders--Good Followers	9	13	4	26	22	29	20	71
42.	Finding the Happy Medium in Sociality	5	14	12	31	28	37	30	95
43.	On the Keeping of Confidences	1	2	6	9	19	8	3	30
44.	The Care and Feeding of Bosses		4	3	7	15	28	21	64
77.	Getting Along with the Opposite Sex	26	12	23	61	28	43	50	121
78.	What About Dates?	34	30	20	84	31	31	37	99
79.	How to Make and Keep Friends	16	14	10	40	20	16	7	43
80.	Social Intelligence: What Is It? How Important?	7	7	7	21	16	11	6	33
113.	The Meaning of Social Maturity	6	10	6	22	10	9	5	24
114.	The Art of Conversation		1		1	7	9	7	23
115.	What Price Popularity	5	10	8	23	17	12	9	38
116.	Traits That Make Us Liked	15	18	16	49	31	30	42	103
Total Topics of "Personal Concern"		179	210	155	544	316	352	317	985
Per cent		9%	20%	14%		16%	18%	16%	

(Percentage figured on numbers of pupils in each grade)

Social Adjustment (SA).--^{1/} This area ranks third in the number of "personal concerns" to boys in grade XI, fourth for all girls, and eighth in importance to grade X boys. It is highly probable that this area has topics which were not very meaningful to boys and girls at this age level. Such topics as "The Art of Playing Second Fiddle", "Social Intelligence: What Is It? How Important", "The Art of Conversation", and the "Meaning of Social Maturity" were introspective. It is felt, that, if these topics had been worded more simply; the response would have been greater because these topics are vitally concerned with the very substance that distinguishes adolescence from childhood and adulthood! As in the previous area, those topics which are immediate and which are everyday experiences, received the highest counts--"Traits That Make Us Liked", "Getting Along with the Opposite Sex", "What About Dates?", and "Ability to Like People". These topics reveal a sensitiveness to the importance of being liked. There is an almost-audible plea to be a conformist in the age group which is represented.

The girls in all three grades are more concerned about problems in etiquette and conduct in the office of their future employers than are the boys.

The total count in this area was not as great as had been anticipated. This may be due to the greater freedom and the lack of reticences that high school boys and girls of today enjoy.

1/ Table 4

Table 5

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	EDUCATIONAL PLANNING AND ADJUSTMENT (EPA)	Boys (401)				Girls (601)			
		Grades			Total	Grades			Total
		X	XI	XII		X	XI	XII	
9.	Intelligent Approaches to Homework	20	9	7	36	20	25	40	85
10.	What Kind of a Person Am I?	8	2	3	5	28	34	6	68
11.	How to Make Good in High School	31	7	7	46	39	42	20	101
12.	Who Should Go to College?	5	22	8	35	25	19	7	51
45.	Evidences of the Value of Education	9	16	8	33	33	36	35	104
46.	The Place of the High School in the Community	10	9	7	26	26	15	14	55
47.	Adjustment Problems of College Freshmen	12	14	22	48	30	29	33	92
48.	Learning About the School and Its Problems	13	16	21	50	12	31	18	61
81.	How Important Is My High School Record?	17	19	11	37	23	8	10	41
82.	Factors to Consider in Choosing a College	20	18	27	65	18	21	15	54
83.	Learning How to Get Further Training								
84.	Things to Consider in Choosing School Courses after High School	41	34	36	111	31	28	30	89
117.	Things that Contribute to Failure in School Subjects	9	16	17	42	38	14	18	70
118.	How to Choose a Club or Other School Activity	23	9	6	38	23	8	10	41
119.	How We Learn	4	5	8	17	8	9	14	31
120.	Improving My Study Habits	3	6	5	14	11	6	8	25
		8	7	9	24	12	11	14	37
	Total Topics of "Personal Concern"	202	223	202	627	377	336	292	1005
	Per cent	10%	22%	19%		18%	17%	16%	

(Percentage figured on numbers of pupils in each grade)

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Educational Planning and Adjustment (EPA).---1/ This area is in ~~second~~ place with XI and XII grade boys, third place with boys in grade X, and in fifth place with girls in grades XI and XII. This area ranks in first place with girls in grade XI. The high count in "personal concerns" on topics such as "How to Get Further Training after High School", "How to Make Good in High School", "Evidences of the Value of High School Education", and "Things to Consider in Choosing High School Courses" are indicative of the serious purpose of students over sixteen years of age who are in school because they wish to be there instead of in factories or stores. Those topics in this area which are of negligible "concern" are those less tangible such as "How We Learn", "What Kind of Person Am I?", and "The Place of the High School in the Community."

At the present time, the boys showed a greater interest in "The Importance of the High School Record". The obvious deduction is that the Armed forces recognize the importance of the scholastic record and therefore records have become more meaningful to the boys. A plausible observation as to why the girls did not consider this topic of "concern" is the comparative ease with which girls are able to obtain desirable positions and college entrance at the present time. This area might well be re-examined when boys no longer prepare for the Armed forces and standards for employment in industry again are raised.

Table 6

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	VOCATIONAL PLANNING AND ADJUSTMENT (VPA)	Boys (401)				Girls (601)			
		Grades X 199	Grades XI 102	Grades XII 107	Total 401	Grades X 200	Grades XI 199	Grades XII 202	Total 601
13.	Careers for Youth--Today and Tomorrow	36	67	52	155	55	58	47	160
14.	Employment Legislation Affecting Youth Today	3	5	2	10	1	4	4	9
15.	How to Choose an Occupation	16	29	28	73	26	34	32	92
16.	What May My Employer Properly Expect of Me?	3	5	9	17	23	26	23	72
49.	How to Study an Occupation	19	40	18	77	27	39	35	101
50.	Why People Work	7	6	5	18	9	30	4	43
51.	How to Earn While Learning	22	18	7	47	20	34	29	83
52.	Service in the Armed Forces and Auxiliaries	13	26	33	72	4	6	11	21
85.	How School Subjects and Occupations are Related	19	6	4	29	12	13	8	33
86.	Importance of Interest in Job Planning	28	23	19	70	48	43	29	120
87.	When Should One Choose a Vocation?	6	9	18	33	23	27	35	85
88.	Common Mistakes in Vocational Planning	25	19	18	62	27	42	36	105
121.	How to Get and Hold a Job	5	19	16	40	17	18	12	47
122.	When Is One Well Adjusted to His Job?	9	18	10	37	25	29	19	73
123.	How to Learn about One's Real Abilities	24	30	35	89	45	42	51	138
124.	Why Workers Lose Their Jobs	14	8	6	28	7	8	16	31
Total Topics of "Personal Concern"		249	328	280	857	369	453	391	1213
Per cent		12%	32%	26%		18%	22%	19%	

(Percentage figured on numbers of pupils in each grade)

Vocational Planning and Adjustment (VPA).--¹/ This area was accorded first place with all boys and grade XI girls, and second place for the remaining girls. At first glance, it might seem that this "concern" should receive precedence over all other guidance activities. However, in the education of the "whole child", equal emphasis should be placed upon interests, aptitudes, attitudes, personality, social competencies, and health in order that the ultimate in guidance--intelligent placement and follow-up may be realized. The outstanding "concerns" in this area are "Careers of Today and Tomorrow", "How to Choose an Occupation", "Importance of Interest in Job Planning", and "How to Learn about One's Real Abilities"--all of immediate and personal importance--form an excellent nucleus for the "Problems of Vocational Adjustment" course. The last-named topics "Importance of Interest in Job Planning" and "How to Learn about One's Real Abilities", form an excellent springboard to a testing program which can add life and zest to the group guidance program.

This area's low counts revealed a lack of "concern" in topics that were of impersonal nature to the student such as "Why People Work", "Why Workers Lose Their Jobs", "What May My Employer Properly Expect of Me?", and "When Should One Choose a Vocation?". These topics would be more vital if the boys were not preparing for War and the girls were afraid of remaining jobless.

¹/ Table 6

Table 7

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	PHYSICAL APPEARANCE, HEALTH, SAFETY (PAHS)	Boys (401)				Girls (601)			
		Grades X. 199	Grades XI. 102	Grades XII 107	Total 401	Grades X 200	Grades XI 199	Grades XII 202	Total 601
21.	Should I Smoke?	13	8	12	21	15	19	9	43
22.	How to Eat to Gain Weight or Lose Weight	7	15		34	15	14	20	49
23.	Accidents: Your Chances of Avoiding Them					2	2	26	2
24.	How to Keep Physically Fit	58	52	38	148	20	19	26	65
57.	Relation of Health to Popularity	16	14	11	41	43	51	24	118
58.	Making the Most of One's Appearance	21	17	12	50	61	65	53	177
59.	How Much Do Looks Count?	15	9	16	40	57	68	63	188
60.	Your Posture: An Asset or a Liability?	33	10	16	59	31	37	47	115
93.	Beauty--Only Skin Deep?					16	22	27	65
94.	What About Drugstore Prescriptions for Beauty?					12	8	6	26
95.	Studies in Fatigue	2	1	12	17	12	9	11	32
96.	Resolved: Health Ads Do More Harm than Good	2	3	3	6	7	13	8	28
129.	Are People More Alike than Different?	1	12	20	33	11	13	13	37
130.	Relationship of Mental and Physical Health	9	12	6	27	13	12	15	40
131.	The Facts on How Much Sleep Is Necessary	6	11	7	24	25	13	29	67
132.	What Does Grooming Have to Do with Personality?	15	9	9	33	31	43	48	122
Total Topics of "Personal Concern"		198	174	162	534	369	406	399	1174
Per cent		10%	17%	15%		18%	20%	19%	

(Percentage figured on numbers of pupils in each grade)

Table 8

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	FINANCE (F)	Boys (401)				Girls (601)			
		Grades			Total 401	Grades			Total 601
		X 199	XI 102	XII 107		X 200	XI 199	XII 202	
17.	The Money Value of an Education	31	13	20	64	18	29	24	71
18.	The borrowing and Lending Habit--Good or Bad?	2	3	1	6	1	2	1	4
19.	Things Worth Saving For	14	8	9	31	9	5	14	28
20.	They Call Him a Miser	1	1		2				
53.	"Two Can Live as Cheaply as One"	4	10	9	23	3	13	26	42
54.	Learning How to Save	1	6	4	11	6	29	20	55
55.	Life Earnings in Various Occupations	14	10	9	33	43	21	31	95
56.	Scholarships--Where and How Obtained	17	16	17	50	27	31	26	84
89.	Estimating One's College Expenses	17	17	24	58	27	18	17	62
90.	Financing a College Education	20	16	17	53	19	14	13	46
91.	Helping One's Family to Live within Its Income	5	2	5	12	5	4	2	11
92.	How to Earn One's Spending Money	9	3	4	16	9	7	3	29
125.	How to Manage a Weekly Allowance	10	8	7	25	9	7	10	26
126.	Earning Power of Recent High School Graduates	15	7	8	30	9	18	10	37
127.	Do Present Salaries Reflect Employees' Real Worth?	1	6	8	15	9	11	4	24
128.	The Importance of Salary in Considering a Job	21	13	22	56	22	26	36	84
Total Topics of "Personal Concern"		182	139	164	485	226	236	237	698
Per cent		9%	13%	15%		11%	12%	12%	

(Percentage figured on numbers of pupils in each grade)

100

Finance (F).--^{1/} This area was given fourth place by grade XII boys, sixth place by grade X and XI boys and grade X girls, seventh place by grade XII girls, and eighth place by grade XI girls. The high counts in this area were considerably below high counts in other areas. A plausible explanation would be that money problems are not of paramount importance at present on the high school level. The greatest "concerns" in this area are presented by students who are contemplating further education. "The Money Value of an Education", "Scholarships--Where and How Obtained", "Estimating One's College Expenses", "Financing a College Education" were noticeably higher than such topics which lack of "concern" point to the happy bliss of ignorance in such vital fields as "Two Can Live as Cheaply as One", "Helping One's Family to Live within Its Income", and "How to Manage a Weekly Allowance".

The apparent lack of "concern" in this area perhaps points more eloquently to guidance in the economic life of the high school student than an expression in words. It is important to read between the lines when topics such as "Learning How to Save", "Do Present Salaries Reflect Employee's Real Worth?", and "Earning Power of Recent High School Graduates" are ignored.

Physical Appearance, Health and Safety (PAHS).--^{2/} This area is in first place with girls in grade XII, second place with girls in grades X and XI, fourth place for grade X boys,

^{1/} Table 7

^{2/} Table 8

Table 9

25

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	FAMILY RELATIONSHIPS (FR)	Boys (401)				Girls (601)			
		X 199	Grades XI 102	XII 107	Total 401	X 200	Grades XI 199	XII 202	Total 601
25.	Making Home a Place to Have Fun In	7	5	3	12	21	19	33	73
26.	Youth's Responsibilities in the Home	19	7		29	39	43	28	110
27.	Factors Underlying Disagreements and Disputes in Families	36	12	10	58	18	22	27	67
28.	Learning to Make One's Own Decisions	22	12	19	53	18	23	24	65
62.	Childishness: How Can One Recognize It and Avoid It?	12	9	14	35	28	23	35	86
63.	A Veteran in the Family--Problems of Adjustment	2	2	5	9	3	4	4	11
64.	Parents Are People Too	5	1	7	13	8	13	6	27
97.	Do Parents Sacrifice Too Much for Their Children?	9	8	10	27	27	23	23	73
98.	What Is an Ideal Husband or Wife?	2	5	15	22	26	21	33	80
99.	How to Earn a Family's Confidence	7		4	11	10	9	4	23
100.	Getting Along with the Members of One's Family	36	11	15	62	28	42	40	110
133.	Do Parents Expect Too Much of Their Children?	14	9	7	30	16	9	9	34
134.	Factors Making for a Happy Home Life	8	4	4	16	11	10	16	37
135.	Wartime Strains on Family Living	16	7	7	30	1	2	1	4
136.	Lessons to Be Learned at Home	1	2	1	4	3	5	4	12
Total Topics of "Personal Concern"		196	94	121	411	257	268	287	812
Per cent		10%	9%	11%		13%	13%	14%	

(Percentage figured on number of pupils in each grade)

and fifth place for boys in grades XI and XII. The high-count topic "How to Keep Physically Fit" is due to the desire of the boys in this particular school to be received into the Navy rather than waiting to be inducted into the Army. The high counts in the girls' "concerns" in this area are personal appearance. If this area was re-examined, the girls' "concerns" would probably remain constant, whereas, the boys' "concerns" might change after the War. If adolescent standards for appearance change, the "concerns" might show a different picture. One interesting lack of "concern" was in the topic "Shall I Smoke". How might this have differed had the topic check list been administered ten or even five years ago?

Family Relationships (FR).--^{1/} This area is in fifth place with boys and girls in grade X, in sixth place with girls in grades XI and XII, in seventh place with boys in grade XII, and in ninth place with boys in grade XI. This placement is not in accord with the placement given Family Relationships in the "Free Writings"^{2/} where it occupied first place. This discrepancy is no doubt explained by the fact that the "Free Writings" represented immediate family problems of the student in his relation to parents and siblings while the topic check lists are of wider and less personal implication--their wording, at least!

Commensurate with the findings in the other areas, those

^{1/} Table 9

^{2/} Table 1

topics which are of "concern" in this area are the least subtle and the most personal such as "Youth's Responsibilities in the Home", "Factors Underlying Disagreements and Disputes in Families", and "Getting Along with the Members of One's Own Family". The low counts in such topics as "Lessons to be Learned at Home", "How to Earn a Family's Confidence", "Factors Making for a Happy Home Life", and "Parents are People Too" seem to indicate that home is no longer the bulwark that it was long ago. The girls were more concerned with topics which imply adjustment to family life in such specific topics as "What is an Ideal Husband or Wife", "Do Parents Sacrifice Too Much for their Children?", and "Making Home a Place to Have Fun In". The latter "concern" is indicative of the importance of a desirable home background for the full development of the high school girl.

At this time there is no evidence of "concern" in connection with the returning veteran. "Wartime Strains on Family Life" showed little "concern". This should, however, be construed that the impact of that topic is not felt by the high school student because he has very little basis for comparison. The years preceding the War were the last years of depression and our people have been living in a War world for the last five years at least. This topic, in particular, would illustrate this contention--that high school students can have problems and concerns that they are not conscious of having. Guidance workers know that behavior is often symptomatic of problems and concerns that have not even been identified.

Table 10

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

PERSONAL-PSYCHOLOGICAL RELATIONS (P-PR)		Boys (401)				Girls (601)			
No.		X	XI	XII	Total	X	XI	XII	Total
29.	Achieving Independence	16	17	20	53	36	24	22	82
30.	What to Do about Worry	14	13	11	38	38	23	34	95
31.	Ways of Reacting to Conflict	24	17	6	47	3	6	23	32
32.	Mental Health and How to Achieve It	8	13	12	33	7	17	14	38
65.	Learning How to Accept Criticism	17	9	8	34	55	40	34	129
66.	Building Self Confidence	32	24	13	69	59	62	54	175
67.	When Is a Person Emotionally Mature?	17	11	12	40	34	30	23	87
68.	Overcoming Self-Consciousness	30	28	15	73	24	53	31	108
101.	How Can I Learn to Control My Temper?	26	14	17	57	26	22	28	76
102.	Making the Most of Misfortune	14	7	10	31	13	4	8	25
103.	What's Right and Wrong with Daydreaming?	9	8	9	26	11	7	9	27
104.	Facing Inferiority	6	4	7	17	12	33	27	72
137.	Dangers of Being Hypersensitive	7	5	10	22	18	9	21	48
138.	Cultivating Our Emotions	11	8	8	27	13	24	12	49
139.	Directing Fundamental Urges and Drives	3	1	6	10	1	4	7	12
Total Topics of "Personal Concern"		249	181	165	595	350	358	347	1055
Per cent		12%	18%	15%		9%	18%	17%	

(Percentage figured on number of pupils in each grade)

Table 11

56

TOPICS CONSIDERED OF "PERSONAL CONCERN" TO 1002 HIGH SCHOOL PUPILS

No.	PERSONAL VALUES (PV)	Boys (401)				Girls (601)			
		Grades	Grades	Grades	Total	Grades	Grades	Grades	Total
		X.	XI	XII	Total	X	XI	XII	Total
33.	Ethics for Modern Youth	6	7	4	17	11	12	19	42
34.	Attitudes Toward Rules and Regulations	3	8	1	12	3	5	9	17
35.	Sportsmanship in Action	22	28	17	67	10	13	17	40
36.	Prejudices That Harm	29	19	10	58	17	29	11	57
69.	The Wearing Qualities of Modesty			2	2	9	8	2	19
70.	Distinguishing the Important from the Unimportant								
71.	How Should I Regard the Opinion of Others?	2	1	2	3	3	2	2	7
72.	How May I Know What Is Right and Wrong?	27	18	1	4	7	5	4	16
105.	Meaning of "Hero-Worship"		1	1	2	35	35	47	117
106.	Holding Fast to One's Ideals	6	4	2	13	3	3	2	8
107.	Is It Ever Right to Tell a Lie?	10	11	3	28	8	9	11	28
141.	Problems in Conflicts of Loyalties	2	1	7	1	13	23	26	62
142.	Why Have Goals?	17	9	3	6	2	1	4	7
143.	Breaking a Date--How? Why? When--If Ever?	22	9	6	32	23	6	1	9
144.	Value of a Good Reputation			16	47	39	47	30	122
Total Topics of "Personal Concern"		146	118	88	352	184	249	233	666
Per cent		7%	18%	8%		9%	12%	12%	

(Percentage figured on number of pupils in each grade)

Personal-Psychological Relations (P-PR).---^{1/} This area is given first place by boys in grade X, third place with boys in grade XII and girls in all three grades, and fourth place by boys in grade XI. This area had two topics which were worded in such a way that the significance of them was lost. They were "Directing Fundamental Urges and Drives" and "The Danger of Being Hypersensitive". The "concern" on the part of boys and girls in this area was relatively high in all topics probably because these topics could be interpreted in personal terms to the individual. This area should be examined by adults who decry the cock-sureness of youth. There is no evidence here that boys and girls are sure of themselves and do not wish to learn to be more worthy. In this area youth humbly acknowledges his shortcomings as revealed in "Learning to Accept Criticism", "How Can I Learn to Control My Temper?", and "Building Self-Confidence". This area alone can reveal the need for guidance, both group and individual.

Personal Values (PV).---^{2/} This area is in seventh place with boys and girls in grade X, XI; eighth with boys of grade XII. The topics which are of "concern" are those which are of immediate importance such as "Breaking a Date--When? Why? How?", "How May I Know What is Right and Wrong?". The more intangible and philosophic topics such as "Ethics for Modern Youth", and "Holding Fast to One's Ideals" are avoided. This should not be interpreted that youth does not have these concerns, but rather, he is inarticulate in naming them.

^{1/} Table 10

^{2/} Table 11



Table 12

HIGH "COUNTS" IN "PERSONAL CONCERN" TOPICS

Area and Topic	BOYS		GIRLS		Total
	X	XI	XI Total	X. XI	XII Total
<u>Use of Free Time (UFT)</u>					
Learning about the Community's Program for Recreation	18	20	10	48	78
Things to Do for the Fun of It	20	13	13	46	79
Pros and Cons of Working After School and Summers					
How Good Are My Reading Interests?					62
<u>Social Adjustment (SA)</u>					
Characteristics of a Lady and Gentleman					
Problems in Etiquette for Youth	46	48	22	116	77
Developing Ability to Like People					
Qualities of Real Leaders--Good Followers					
Finding the Happy Medium in Socialty	26	12	23	61	95
Getting Along with the Opposite Sex	34	30	20	84	121
What About Dates?					
The Care and Feeding of Bosses	15	18	16	49	99
Traits That Make Us Liked					64
<u>Educational Planning and Adjustment (EPA)</u>					
Intelligent Approaches to Homework					
What Kind of a Person Am I?					
How to Make Good in High School	8	31	7	46	85
Evidences of the Value of a Good Education					68
Adjustment Problems of College Freshmen	12	14	22	48	101
Factors to Consider in Choosing a College	20	18	27	65	104
How Important is My High School Record?					
Learning How to Get Further Training After High School	41	34	36	111	61
Things to Consider in Choosing High School Courses	9	16	17	42	89
<u>Vocational Planning and Adjustment (VPA)</u>					
Careers for Youth	36	67	52	155	160
How to Choose and Occupation	16	29	28	73	92
How to Study and Occupation	19	40	18	77	
What May My Employer Expect of Me?					72



Table 12

HIGH "COUNTS" IN "PERSONAL CONCERN" TOPICS (Continued)

Area and Topic	BOYS				GIRLS			
	X	XI	XII	TOTAL	X	XI	XII	TOTAL
<u>Vocational Planning and Adjustment (VPA)</u>								
How to Learn While Earning	22	18	7	47	20	34	29	83
Service in the Armed Forces and Auxiliaries	13	26	33	72	48	43	29	120
Importance of Interest in Job Planning	28	23	19	70	23	37	35	85
When Should One Choose an Occupation?					27	42	36	105
Common Mistakes in Vocational Planning	25	19	18	62	27	42	36	105
When Is One Well Adjusted to His Job?	15	19	16	40				
How to Learn about One's Real Abilities	24	30	35	89	45	42	51	138
<u>Finance (F)</u>								
The Money Value of an Education	31	13	20	64	18	29	24	71
Life Earnings in Various Occupations					43	21	31	95
Scholarships--Where and How Obtained	17	17	16	50	27	31	26	84
Estimating One's College Expenses	17	17	24	58	27	18	17	62
Financing a College Education	20	16	17	53				
The Importance of Salary in Considering a Job	12	13	22	56	22	26	36	84
<u>Physical Appearance, Health, Safety (PAHS)</u>								
How to Keep Physically Fit	58	52	38	148	20	19	26	65
Relationship of Health to Popularity	16	14	11	41	43	51	24	118
Making the Most of One's Appearance	21	17	12	50	61	63	53	177
How Much Do Looks Count?	15	9	16	40	57	68	63	188
Your Posture: An Asset or Liability?	35	10	16	59	31	37	47	115
Beauty--Only Skin Deep?					31	22	27	65
The Facts on How Much Sleep Is Necessary					16	22	29	67
What Does Grooming Have to Do with Personality?					25	13	48	122
<u>Family Relationships (FR)</u>								
Making Home a Place to Have Fun In	36	12	10	58	21	19	33	73
Youth's Responsibilities in the Home					39	43	28	110
Factors Underlying Disagreements, Disputes in Home					18	22	27	67
Learning to Make One's Own Decisions	22	12	19	53	18	23	24	65

Table 12

HIGH "COUNTS" IN "PERSONAL CONCERN" TOPICS (Continued)

Area and Topic Family Relationships (FR)	BOYS				GIRLS			
	X	XI	XII	Total	X	XI	XII	Total
Childishness: How Can One Recognize and Avoid It?					28	23	35	86
Do Parents Sacrifice Too Much for Their Children?					27	23	23	73
What Is an Ideal Husband or Wife?					26	21	33	80
Getting Along with the Members of One's Family	36	11	16	62	28	42	40	110
<u>Personal-Psychological Relations (P-PR)</u>								
Achieving Independence	16	17	20	53	36	24	22	82
Ways of Reacting to Conflict	24	17	6	47	38	23	34	95
What to Do about Worry					55	40	34	129
Learning How to Accept Criticism					59	62	54	175
Building Self Confidence	32	24	13	69	34	30	23	85
When Is a Person Emotionally Mature?	30	28	15	73	24	53	31	108
Overcoming Self Consciousness	26	14	17	57	26	22	28	76
How Can I Learn to Control My Temper?					12	33	27	72
Dangers of Being Hypersensitive								
<u>Personal Values (PV)</u>								
Sportsmanship in Action	22	28	17	67				
Prejudices That Harm	29	19	10	58				
How May I Know What Is Right and Wrong?	27	18	14	59	35	35	47	117
Is It Ever Right to Tell a Lie?					13	23	26	62
Breaking a Date--How? Why? When--If Ever?					23	51	48	122
Value of a Good Reputation	22	9	16	47	39	47	30	116

This analysis was based upon the topics circle checked by 401 boys and 601 girl

CHAPTER VI

Planning the Group Guidance Course on the Instrument's Results

Yearly Employment of the Student Topic Check List.--The purpose of the check list is primarily to provide a flexible means of determining a group guidance program at the secondary school level. In the last chapter, it will be recalled that students checked topics of concern to them. Any sweeping change like the cessation of the War, return of the members of the Armed Forces to civilian life, or other drastic changes would outmode the 1945 results. It is suggested, therefore, that the instrument be repeated when it is believed that the needs of students have changed. The students should be aware that the purpose of the instrument is to build a flexible group guidance program around their expressed interests.

Sources of Materials for Group Guidance at the Secondary School Level.-- It is evident that the topics touched upon in the check list are of such breadth and encompass many different fields that one counselor could not do all the work. The results of the check list should be brought to the attention of the administrators and department heads where much of the information might be disseminated. The physical education department appears to be the logical one to handle those topics such as "How to Keep Physically Fit". This thought is the essence of

the shift in emphasis from specific subject matter boundaries to the development of the whole child. This approach, together with, individual counselling provides help to the pupil in realizing his own potentialities, in using well the capabilities he possesses, and in learning to live with himself and others. It is a continuing service which should begin with his admission to the elementary school. The enriched guidance program could not be launched at a more strategic time. The dislocations of family life and the increased tempo and tension of living create innumerable problems which if unmet may leave their marks upon the pupils for the balance of their lives.

Because of the high percentage of concerns in the educational and vocational areas, it is recommended that the Problems of Educational and Vocational Adjustment be given two periods per week for all three years, instead of one period each week for only one year out of the three high school years. The increased time could profitably be spent in an individual testing program in the fields of interest, attitudes, personality, and achievement as suggested in Allen's^{1/} book "Self-Measurement Projects in Group Guidance". In this chapter it is suggested that the pupil be made a partner in the testing project, that no one except the pupil should know his score in order to compare himself with his class, the grade, and other groups, but without embarrassment or emotional disturbance. It is further suggested that the meanings of typical scores then

^{1/} Richard D. Allen, Self-Measurement Projects in Group Guidance, Volume III, Inor Publishing Company, New York, 1934, p.8-9

should be discussed by the class under the direction of a person skilled in test interpretations, and that remedial measures be suggested to individuals for improvement. Finally, pupils should be invited to discuss troublesome problems with the counselor or teacher.

The present class in Problems of Vocational and Educational Adjustment is making use of the testing program and it has proved of intense interest to the pupils and their teacher alike. It is strongly urged, that before embarking upon the testing program, that "in service" training be given counselors and homeroom teachers so that tests may be correctly interpreted. This service can serve to break down the resistance and distrust that counselors and teachers may possess for these tests. It should be stressed that the test results are not infallible but they are an economical vehicle for creating a common interest in such fields as are covered by tests of personality, prejudices, attitudes, interests, and skills.

The group guidance program as outlined in Chapter 3 is elastic enough to take in many of the topics. The presentation of the topics in the outlined program is rather stilted and it is suggested that the work can be more informal and pupil-centered. Informal presentation and casual treatment are, however, not the same: Study of group guidance procedures might well be conducted as an "in-service" training. The following page contains suggestions for books and magazines that can form the nucleus for the flexible guidance program.



Suggested Group Guidance Teacher's Bookshelf.-- These suggestions, although few in number, represent a comprehensive source of subject matter, plans for presentation, and evaluation of the group guidance program.

"Testing and Counseling in the High School Guidance Program"
John G. Darley Science Research Associates,
Chicago, Illinois, 1943

"Minimum Essentials of the Individual Inventory in Guidance"
Occupational Information and
Guidance Service
United States Department of the
Interior Office of Vocational
and Educational Guidance, 1939

"Case Conference Problems in Group Guidance"
Richard D. Allen Volume II, Inor Publishing Com-
pany, New York, 1934

"Self-Measurement Projects in Group Guidance"
Richard D. Allen Volume III, Inor Publishing Com-
pany, New York, 1934

"Common Problems in Group Guidance"
Richard D. Allen, Frances Stewart, and Lester Schloerb
Volume I, Inor Publishing Company
New York, 1933

"Growing Through Problems"
Thomas E. and Richard R. Robinson
Ginn and Company, Boston, 1940

"The Student Thinks It Through"
Everett V. Perkins Ginn and Company, Boston, 1937

"Newspaper Stories for Group Guidance"
John M. Brewer and Charles Henry Glidden
Inor Publishing Company, New York
1935

"Guiding Students in the Development of Personality"
Verl Teeter and Effie Stanfield
Science Research Associates,
Chicago, Illinois, 1943

Workbooks to accompany "Beyond High School"- "Trails to
Self-Direction" by Margaret Bennett and Harold C. Hand
Mc-Graw Hill Company, N. Y., 1939

Table 13

BOOK CHAPTER REFERENCE FOR PUPIL USE IN NINE AREAS

Title & Author	UFT	SA	EPA	VPA	F	PAHS	HR	P-PR	PV
Alsop, G. E. She's Off to Work				3		7,8			
Andress, J. Marie Science and the Way of Health						9-11 14-16		18,19 20	
Andress, J. Marie Health Essentials		11		28		4,7,8 11,13,	23 24		1,5, 7
Bennett, Margaret E. Beyond High School			2-6	2-6			8	9	9,11
Bennett, Margaret E. Building Your Life	17	6,13 19		16			15		
Bennett, Margaret E. School and Life		5	6,11					21 14	
Colby, Merle Handbook for Youth			5,10 12	4	1,3	7			
Crow, Alice Learning to Live with Others	16	1-4 13,14		15			12		
Eastburn, Lacey A. Planning Your Life for School and Soc.	15	1-3	4-8	14,16 17			10,12 13		18
Hill, Clyde M. Making the Most of High School	5 2,3		1,4 14			17			
Kitson, Hary Dexter How to Find the Right Vocation				1,2,5 8,9	11		6		14
Laird, Donald A. Why We Don't Like People		3,4 6	7				5		
Lasker, Willard How YOU Can Get a Better Job	part 2			part 2	page 155				
Lingenfelter, Mary R. Vocations for Girls	36						35		37
McLean, Donald Knowing Yourself and Others		3-8			30-34	25,29		40-44	18,19
Roberts, J. C. Personal Achieve- ment			35,6			34			
Smiley, Irvin T. High School and You			7,33			34			1-6
Waltz, George H. What Do You Want to Be? (Boys)	35		36						
Woodworth, Robert First Course in Psychology		1,2, 20,21		page 417		12,7			19,22
Wright, Milton Managing Yourself			10			1,2 7			

"Aptitude and Aptitude Testing"

Walter Van Dyke Bingham

Harper and Brothers,
New York, 1937

Table 13 may be used as an example of a method which may be employed to build a reference to group guidance problems in the nine areas. The chapters that are indicated in the table were chosen because of the satisfactory manner in which the problems in specific areas were treated. The group guidance content can be kept of current interest through such popular sources as magazines which give space to "teen-age" readers, occupational and vocational magazines which cater to high school students, the Sunday newspapers which offer suggestions to this age group, and even motion pictures and radio programs.

Text books of group guidance materials are unnecessary. Enough of them might be purchased to make a reference library, but it does not seem feasible to place the same text in the hands of every student in a school.

Counselors and teachers may turn to periodicals such as the "Parents' Magazine" and psychological magazines for understanding of group guidance needs. An excellent and untapped source of material may be derived from affiliation with community social service groups such as the Y organizations, Scouts, 4 H, and others which have as their aim the recreation of youth and worthwhile use of leisure.

Ross L. Mooney^{1/} stresses the need for schools to know the personal problems of the students because these problems often

^{1/} Mooney, Ross L., Manual to accompany Problem Check List, Bureau of Educational Research, Ohio State University, Page 8 Columbus, Ohio, 1941

absorb much of the energy of the students which might be given to other matters. These problems suggest blockages of development and in others, unlocated points at which energy is available. With the recognition that students need special help in working out problems of adjustment at any stage of school life, and that every successful adjustment has a potentially constructive experience value for the individual in meeting subsequent difficulties, the preparation of an adequate group guidance program is a must. It is altogether fitting and proper to close with the description of Smith and Roos^{1/} "High School years are 'check-up' years. They are the time for finding the unused aptitudes and pointing out areas where they can be used. Perhaps the student has developed habits of liability, these are the years for showing him how he may recondition himself. These are the years where he may be lacking in drive, in faith, in ideals, and adequate schemes for living. These are the years for introducing the student to himself and acquainting him with himself and the work areas in which there is need of him."

The Student Topic Check List is one type of research toward building a more meaningful group guidance program at the secondary level. The group guidance field at this time is still rather unexplored. There is a need for more critical consideration of this field.

^{1/} Smith, Charles M. and Roos, Mary, Guide to Guidance, Prentice-Hall, Inc., New York, 1941, p. 310.

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- Bennett, Margaret E., Building Your Life, McGraw-Hill and Company, Inc., New York, 1935, (Second printing), Chapters 1, 2, 3, 17, 19, 21.
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STUDENT TOPIC CHECK LIST

This is not a test. It is a list of topics related to everyday problems of interest to young people about which they are often uninformed or concerned.

Directions: You are asked to read through the list of topics slowly, pause at each item, and indicate those topics which are of interest to you. On each page of topics, a column has been provided for you to record your check marks.

(1) Place a (✓) in the space provided in column 1 opposite those items which are of real interest to you. The check opposite 2 in the illustration below shows the proper procedure.

For example:

1. Learning About the Community's Program of Recreation
2. Recreation or Wreck-Creation--Which?
3. Things to Do for the Fun of It
4. Putting First Things First

Col. 1

✓

(2) When you have completed the four pages of topics, look back over the items you have marked, and circle each check (✓) opposite such topics as are of special interest or personal concern and about which you would like to have further information.

(3) On the last page, space has been provided for you to suggest other topics about which you would like further information.

Now Go Ahead With The Topics On Page 1.

CAUTION! WRITE ON PAGE 5 ONLY. DO NOT WRITE ANYTHING ON THE OTHER SHEETS.



BEFORE CHECKING, FILL IN THESE SPACES

Remember! Consider each item carefully

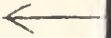
Place check marks in column 1

1. Learning About the Community's Program for Recreation
2. Recreation or Wreck-Creation--Which?
3. Things to Do for the Fun of It
4. Putting First Things First
5. Characteristics of the Lady and the Gentleman
6. Problems in Etiquette for Youth
7. The Art of Playing "Second Fiddle"
8. Developing Ability to Like People
9. Intelligent Approaches to Homework
10. What Kind of a Person Am I ?
11. How to Make Good in High School
12. Who Should Go to College?
13. Careers for Youth--Today and Tomorrow
14. Employment Legislation Affecting Youth Today
15. How to Choose an Occupation
16. What May My Employer Properly Expect of Me?
17. The Money Value of an Education
18. The Borrowing and Lending Habit--Good or Bad?
19. Things Worth Saving For
20. They Call Him a Miser
21. Should I Smoke
22. How to Eat to Gain Weight or Lose Weight
23. Accidents: Your Chances of Avoiding Them
24. How to Keep Physically Fit
25. Making Home a Place to Have Fun in
26. Youth's Responsibilities in the Home
27. Factors Underlying Disagreements, Disputes in Families
28. Learning to Make One's Own Decisions
29. Achieving Independence
30. What to Do About Worry
31. Ways of Reacting to Conflict
32. Mental Health and How to Achieve It
33. Ethics for Modern Youth
34. Attitudes Toward Rules and Regulations
35. Sportsmanship in Action
36. Prejudices That Harm

Place Check Marks in Column 2

37. How Shall We Choose Movies?
38. Making the Most of the Radio
39. How Good Are My Reading Interests?
40. Youth Serves the Community
41. Qualities of Real Leaders--Good Followers
42. Finding the Happy Medium in Sociality
43. On the Keeping of Confidences
44. The Care and Feeding of Bosses
45. Evidences of the Value of Education
46. The Place of the High School in the Community
47. Adjustment Problems of College Freshmen
48. Learning about the School and Its Program
49. How to Study an Occupation
50. Why People Work
51. How to Learn While Earning
52. Service in the Armed Forces and Auxiliaries
53. "Two Can Live as Cheaply as One"
54. Learning How to Save
55. Life Earnings in Various Occupations
56. Scholarships--Where and How Obtained
57. Relationship of Health to Popularity
58. Making the Most of One's Appearance
59. How Much Do Looks Count?
60. Your Posture: An Asset or Liability?
61. Learning to Make One's Own Decisions
62. Childishness: How Can One Recognize It and Avoid It?
63. A Veteran in the Family--Problems of Adjustment
64. Parents Are People Too
65. Learning How to Accept Criticism
66. Building Self Confidence
67. When Is a Person Emotionally Mature?
68. Overcoming Self-Consciousness
69. The Wearing Qualities of Modesty
70. Distinguishing the Important from the Unimportant
71. How Should I Regard the Opinion of Others?
72. How May I Know What Is Right and Wrong?

Place check marks in column 3



73. How to Build New Interests
74. Pros and Cons of Working After School and Summers
75. Learning to Share Another Person's Interests
76. How to Find Time for All of One's Activities
77. Getting Along with the Opposite Sex
78. What About Dates?
79. How to Make and Keep Friends
80. Social Intelligence: What Is It? How Important?
81. How Important Is My High School Record?
82. Factors to Consider in Choosing a College
83. Learning How to Get Further Training after High School
84. Things That Contribute to Failure in School Subjects
85. How School Subjects and Occupations Are Related
86. Importance of Interest in Job Planning
87. When Should One Choose a Vocation?
88. Common Mistakes in Vocational Planning
89. Estimating One's College Expenses
90. Financing a College Education
91. Helping One's Family to Live within Its Income
92. How to Earn One's Spending Money
93. Beauty--Only Skin Deep?
94. What about Drug Store Prescriptions for Beauty?
95. Studies in Fatigue
96. Resolved: Health Ads Do More Harm than Good
97. Do Parents Sacrifice Too Much for Their Children?
98. What Is an Ideal Husband or Wife?
99. How to Earn a Family's Confidence
100. Getting Along with the Members of One's Family
101. How Can I Learn to Control My Temper?
102. Making the Most of Misfortune
103. What's Right and Wrong with Daydreaming?
104. Facing Inferiority
105. Meaning of "Hero-Worship"
106. Holding Fast to One's Ideals
107. Is It Ever Right to Tell a Lie?
108. My Responsibility Toward the Property of Others

Place check marks in column 4



- 109. How to Start a Hobby
- 110. What to Do in Free Time
- 111. Learning How to Relax
- 112. Finding Time for One's Family

- 113. The Meaning of Social Maturity
- 114. The Art of Conversation
- 115. What Price Popularity ?
- 116. Traits That Make Us Liked

- 117. Things to Consider in Choosing School Courses
- 118. How to Choose a Club or Other School Activity
- 119. How We Learn
- 120. Improving My Study Habits

- 121. How to Get and Hold a Job
- 122. When Is One Well Adjusted to His Job?
- 123. How to Learn about One's Real Abilities
- 124. Why Workers Lose Their Jobs.

- 125. How to Manage a Weekly Allowance
- 126. Earning Power of Recent High School Graduates.
- 127. Do Present Salaries Reflect Employee's Real Worth?
- 128. The Importance of Salary in Considering a Job

- 129. Are People More Alike than Different?
- 130. Relationship of Mental and Physical Health.
- 131. The Facts on How Much Sleep Is Necessary
- 132. What Does Grooming Have to Do with Personality?

- 133. Do Parents Expect Too Much From Their Children?
- 134. Factors Making for Happy Home Life
- 135. Wartime Strains on Family Living
- 136. Lessons to Be Learned at Home

- 137. Dangers of Being Hypersensitive
- 138. Cultivating Our Emotions
- 139. Directing Fundamental Urges and Drives
- 140. How to Break a Bad Habit

- 141. Problems in Conflicts of Loyalties
- 142. Why Have Goals?
- 143. Breaking a Date--How? Why? When--If Ever?
- 144. Value of a Good Reputation



Now look back over items checked, and circle (O) those which are opposite those topics of special interest or personal concern.

SUMMARY SHEET

AGE _____ SEX _____
GRADE _____
COURSE _____



✓ ✗

STUDENT TOPIC CHECK LIST

Feel free to write on this page any topics of interest or concern to you that were not suggested in the Student Topic Check List.

Additional Topics: _____

Comments: _____

Col. 4	Col. 3	Col. 2	Col. 1	UFT
				S A
				P A
				V P A
				F
				P A H S
				F R
				P - F R
				P V



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